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REACHING NEW READERS IN RURAL AREAS.

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IN RURAL INDIA, MOBILE LIBRARIES ARE ESSENTIAL TO LITERACY EDUCATION AND PERSONAL DEVELOPMENT. THE TIN TRUNK LIBRARY, A COLLECTION OF 15 TO 50 BOOKS IN A BOX, IS FLEXIBLE AND ECONOMICAL. HOWEVER, IT IS USED PRIMARILY BY FRIENDS OF THE PERSON IN WHOSE HOUSE THE TRUNK IS PLACED. THE LIBRARIAN OF THE MARKET MOBILE LIBRARY BRINGS BOOKS AND NEWSPAPERS TO THE MARKET PLACE, MEETING PEOPLE OF 20 VILLAGES AT A TIME WHO READ ON THE SPOT OR TAKE MATERIALS HOME. THE BELL BICYCLE LIBRARY CAN MEET THE NEEDS OF READERS IN A CLUSTER OF INTERIOR VILLAGES. THE LIBRARIAN DELIVERS BOOKS FROM HOUSE TO HOUSE FROM A BICYCLE, RINGING A BELL TO ANNOUNCE HIS ARRIVAL. THIS SYSTEM IS PREFERRED BY WOMEN, IS NOT DEPENDENT ON A BUILDING, AND CAN SERVE A LARGE NUMBER OF VILLAGES. A MOBILE LIBRARY CONNECTED WITH THE VILLAGE SCHOOL HAS GREAT POTENTIAL FOR CONTINUING EDUCATION. IT CAN SERVE 10 TO 15 VILLAGES (ABOUT 15,000 PEOPLE) AND THE CONNECTION WITH THE SCHOOL GUARANTEES A READING COMMUNITY. AN INTERLIBRARY LOAN SYSTEM CAN BROADEN COLLECTIONS. FOR THE SUCCESSFUL OPERATION OF A PUBLIC LIBRARY THERE MUST BE A LITERATE POPULATION, THE SUPPORT OF LOCAL LEADERS, A SUPPLY OF BOOKS IN THE LANGUAGE OF THE COUNTRY, AND ADEQUATE FUNDS. (DOCUMENT INCLUDES SAMPLE BUDGETS AND RECORDS, A CLASSIFICATION SYSTEM, AND A BIBLIOGRAPHY.) (AJ)

ED015358

# Reaching NEW READERS IN RURAL AREAS

MOBILE LIBRARY DEPARTMENT
LITERACY HOUSE, LUCKNOW-5

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# PREFACE

The great chellenge before this age in all the developing countries is how to meet reading needs of the fast growing reading population, specially in rural areas.

This short account of the different approaches of reaching books to readers in villages that have been tried at Literacy House, Lucknow, U. P., India, is presented in the hope that it may be of some help to those who feel concerned about the reading needs of the new reading public.

The author is grateful to all his colleagues specially to Mr. Harkesh Singh who worked hard to try these approaches in the field.

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E. C. Shaw

September 30, 1967

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## Background

An awareness of the role of libraries in educational programme for a community is not new. There were good libraries in ancient India, but these libraries were all connected with big Universities such as those at Patilputra and Nalanda.

In the medieval part of our history the possession of books became a matter of prestige for some sections of the society. Noblemen or person of high social status often tried to have their own small libraries.

During the British regime, the year 1808 was a landmark in the history of public libraries when the Bombay Government proposed to register libraries which were to get copies of books published from the "Funds for the Encouragement of Literature". By the middle of the nineteenth century public libraries were established in Bombay, Calcutta and Madras. But no serious effort was made to organise libraries in rural areas where 85% of the population of India lived. The only exception was the State of Baroda. In Baroda, " from 1906 to 1911, Sir Sayaji Rao III , the Ruler of that state built up an elaborate library system composed of the Central library, village libraries, and travelling libraries". (1).

After Independence the establishment of libraries at strategic points in rural areas has become a necessity to meet the growing need for literacy, search for knowledge, national integration and universal understanding.

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1) Report of Advisory Committee for Libraries; Ministry of Education Government of India, New Delhi: 1959, Page 2.

PROBLEM:

The demand for education in the country has increased by leaps and bounds since 1947. This demand started to get momentum from 1937 onwards when the Congress ministries first came to power in many provinces and paid special attention to primary education and adult literacy work. In 1951 there were only 209671 primary schools with an enrolment of 182,93,967 students, but these numbers increased to 3,66,584 and 312,86, 922 respectively in 1963 (1).

Adult literacy work which was being done by governmental departments such as rural development and cooperatives, and by private agencies got additional impetus with the advent of community development projects in 1952. Social Education was an important part of this programme. In turn literacy was an important component of Social education.

The acceptance of democratic form of government, and adult franchise, the establishment of Panchayati Raj, and other social legislation such as the Hindu Code Bill have released forces for social revolution and have created higher expectations among people. Being motivated by these forces people now look for more knowledge, information and guidance for greater self-fulfilment.

In the last fifteen years an important change is being noticed in India. Communities and persons today feel more near to each other than they were before. India has socially shrunk. The fast growth of means of transport- bicycles, railways and buses and of communication- newspaper radio etc., are gradually touching the lives of rural people who thus far had lived lives of self-sufficiency and isolation, remaining untouched by the world outside. Their need is to understand their fast changing social and geographical environment.

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1. India: Publication Division, Ministry of Information and Broadcasting Government of India, Page 69.

The question is " How are we going to meet these emergent needs of society ? There can be many answers, but, if we follow the principles of " self help", one major answer is that such needs can be met through libraries. Maulana Azad called libraries " the depositories of ancient knowledge and the seed-bed for new knowledge" (1). Carlyle described libraries as the universities of the modern age. The following chart depicts the role a library can play in meeting the needs for education in a society.

| Problem | Demand | Solution |
|---|---|---|
| 1. Literacy and self Education | Books and other reading Materials. | Library |
| 2. Personal Development | More knowledge and self enlightement. | Library |
| 3. Understanding of Social Environment. | Knowledge of self and Society and skills of adjustment | Library |
| 4. Understanding of Inter-National Movements. | Knowledge about World Community and their behaviours. | Library |

THE PRESENT STATUS:

One of the things needed in any type of education is effective follow up. This is true of formal primary education, and of adult education and literacy work.

In rural areas literate people have little or no chance to brush up their reading skills.

(1) UNESCO Public Library Manual No. 7
Public Libraries for Asia, 1956, Page 16.

The Bengal Census Report of 1921 paints a most vivid picture of what happens to the village boy when he leaves school in Bengal:

> "The village boy to keep up his knowledge even the most elementary knowledge of reading when he leaves school in Bengal and takes his share in cultivation of his father's land and has very little inducements of reading and writing. He reads no books or news papers and hardly ever sees the written word. The family keeps no accounts, no shopkeeper's name is inscribed over the few shops to be found in rural areas no articles for sale are marked with price,..... The only written or printed papers which are to be found in a cultivator's house are the rent receipts given by his landlord.....perhaps some copies of evidence or judgement.....in some case in which he has been an interested party. The newspapers published in the towns have a small circulation in the towns themselves and none outside.....In the circumstances it is inevitable that there must be much laps from literacy ". (1)

The situation in rural areas has not changed much. A typical average village even in 1967 has no book shop, where a motivated reader can go and buy a book. or a library or the reading room where he can read one. Shopkeepers find it of no use of to inscribe their names on the shops. Newspapers seldom reach them. After 1947, the number of schools in in rural areas have grown by leaps and bounds and it was expected that this growth in number of schools, would help in increase literacy in the country. But contrary to the expectations, the census of 1961 showed more illiterates in the country than there were in 1951. Many reasons could account for this set beck. One of the reasons could be the neglect of follow up of primary education or literacy work. R.V. Parubkar discussing this problem in one of his articles, "Literacy in India", quoted observations of an Inspector of Schools:

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(1) Bombay D.P.I.'s Report for 1917-22 pp.66-67 quoted in The Educational Writing of R.V. Parubkar- Asian Publishing House Bombay-1957 Page 121.

> "It has been ascertained on enquiries personally made and tests taken by me that children that leave school on completing their 3rd class laps into illiteracy in a course of three or four years. As regards children who drop off after completing 4th class, they can only spell some reading matter with difficulty after three or four years. If they have no occassion at all to read or write, these also lapse into illiteracy in the course of seven or eight years. Those children who have been in 5th class retain something of what they have learnt in schools".(1)

Lapsing into state of illiteracy or semi-literacy because of lack of follow up results in huge wastage of money, time and human energy. This all could be saved through careful organization of simple facilities of continuing education. Libraries can be an inexpensive and effective means of self education. Dr. V.K.R.V.Rao in his book Education and Human Resource Development. says:

> "In fact, libraries constitute as important a sector of education as either elementary or secondary or university or technical elementary or adult education, and any educational planning that fails to recognise the place of libraries would be missing one of the basic tiers of the educational structure". (2)

The Government of India appointed an Advisory Committee for Libraries to study the problem and make recommendation. The Committee presented its report in 1959 which recommended a four tier library system for the country: Libraries at the national level, state level, district level and village level.

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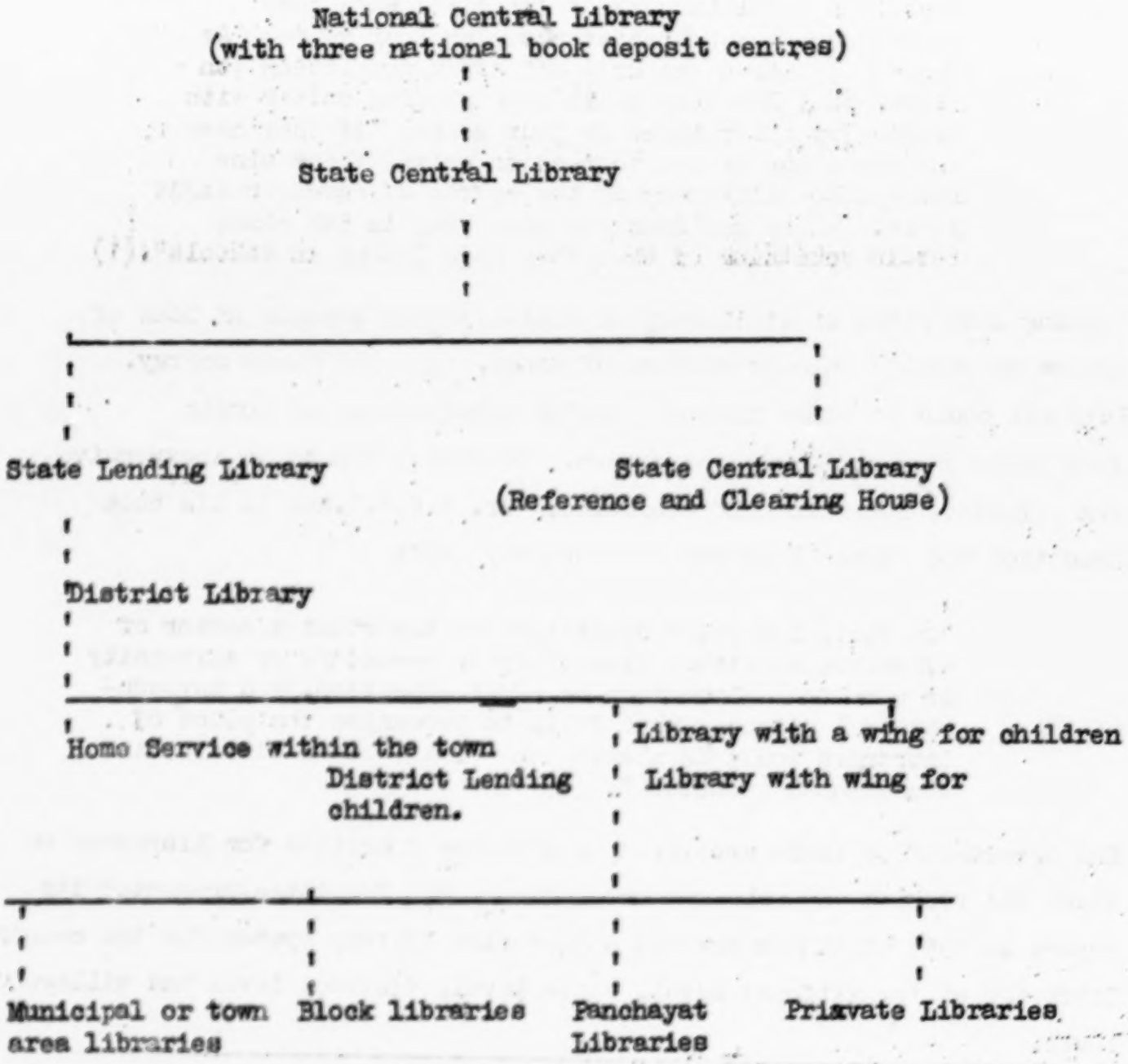
(1) BombayD.P.I.'s Report for 1917-22 pp. 66667 quoted in the Educational Writing of R.V.Parubakar- Asian Publishing House Bombay 1957 page 121.

(2) Education and Human Resource Development: by V.K.R.V.Rao by Allied Publishers, New Delhi 1966 page 84.

Graphically the committee's views can be presented as follows:-



A brief study of the present status of libraries in the State of Uttar Pradesh would reveal some of the general problems, rural libraries are faced with and might help to draw some general conclusions applicable to libraries in rural areas.

The State Central Library for Uttar Pradesh has been organised at Allahabad. At the district level in Uttar Pradesh only nine libraries have been organized to date. These nine District Libraries came into being after the pattern suggested by the Advisory Committee for Libraries but their way of working is still traditional. This means that these nine llibarries have no contact with other libraries functioning in the district.

The growth and expansion of library movement specially in rural areas is generally handicapped by the unavailability of finances. Whenever there was an economy drive at the level of centre or state Government, libraries were the first to get the economic blow. Libraries have hardly over money to servive, what to say of further expansion. "The expenditure per capita on public libraries came to only 2.9 paisa in 1963-64 , inter-state variation being between 0.3 paisa per capita in Uttar Pradesh and 9.3 paisa per capita in West Bengal" (1).

Rural Libraries in district Lucknow. U.P.

District Lucknow in Uttar Pradesh does not have a district library. The libraries operating in rural areas organized by various agencies and departments have no relationship to each other. The organizing agencies and departments are:-

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(1) Education and Human Resource Development: by V.K.R.V.Rao, By Allied Publishers, New Delhi, 1966, Page 87.

1. Development Department of the U.P. Government
2. Educational Expansion Department of the U.P. Government.
3. Panchayats
4. Village Youth Organizations
5. Schools
6. Harijan Welfare Department
7. Private Organizations.

The aim in every case, is to make books available to the reading community. But, in most of the cases it is observed that the libraries do not function as is expected of them. Some of the causes of this failure are lack of clear direction from the organizing agency, inadequate financing, non-availability of trained workers and a lack of coordination between the different agencies.

Recently a pilot study of the village libraries in Bakshi-Ka-Talab was released by the S.E.O.T.C. Bakshi.Ka- Talab, Lucknow: (1) Eleven Libraries ( 50% of the total number of libraries in the block ) were studied. The period covered by the study was from 1955 to 1963. During this period one library was organized each year with the exception that none was organized in 1956 and four were organized by the Yuvak Mangal Dal ( Youth Organisation), one by the Harijan Welfare Department , one by the Education Expansion Department, Allahabad, and one by the local students.

It is worth noticing that no library in the sample of libraries under study was organized by a Panchayat, This might be due to such factors as the lack of leadership or appreciation for the need of a library or lack of finances.

The eleven libraries distributed 1,096 books to 367 members during the year 1963. On the average, one member read three books in a year.

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(1) Not yet printed.

Literacy House, (1) which is a private organisation tried the idea of Bell Bicycle Library in rural areas around village Mati. These villages were quite in the interior and out off from main road to the city of Lucknow.

The cluster of 10 villages was served by one Bell Bicycle librarian who visited two villages a day. During the year (1963) 410 people became members of which 39 (9%) were women.

48 (12%) among these members were new literates, 170(41%) were primary pass and 132 (32%) were those who had read upto Junior High School.

From the point of view of age, 231 (56%) were between 10-20 years of age 125 (31%) between 21 to 30 years of age and 54 (13%) were above 31 years of age.

During the year under report the members (410) borrowed 9566 books to read. Short stories, novels, and religion were found to be the most popular titled among the readers.

From the above two studies it is more than evident that the literate people in rural areas want to read books if the books are of their interest and they can get them without much difficulty.

The main difficulties faced by the rural libraries may be summed up as follows:-

1. Lack of finances
2. Lack of trained personnel to run libraries.
3. Lack of interest in libraries on the part of the Local Readers.
4. Paucity of books that meet the needs and interests of readers.

Some of these difficulties can be adequately solved by the types of libraries discussed in the next chapter.

## DIFFERENT TYPES OF LIBRARIES

Libraries to successeed and develop shall have to be organised and conducted either by the State or shall have to be heavily subsidised by the same. Private agencies, however they wish to, cannot continue operating libraries for an indefinite period. They can, if they are assured of funds to meet the cost of operation of libraries. But as long as the State is not in a position, because of some reason, to organise, libraries in rural areas, ways and means have to found by private agencies to establish libraries for the community. In this vhapter different type of libraries that can be organised in rural areas are discussed. All these types of libraries have been tried by different private agencies.

### TIN TRUNK LIBRARY

A well known method of rural library service is that of the tink trunks containing fifteen to fifty books . The pattern is used mostly by agencies doing adult literacy work.

### ADVANTAGES:

1. Adaptability and flexibility are the two main characteristics. Tin trunk libraries are easy to carry and stock in a limited space. They can be expanded easily according to the expanding need of new literates.

2. They are economical to operate. They can be operated by volunteer workers in their free time.

DISADVANTAGES:

1. Being kept in one location their use tends to remain confind to friends or members of the community of the person in whose house the library is placed. The people of other communities and especially women do not take advantage of the library.

2. If the books are not changed frequently, say once a month at least, they cease to attract readers.

MOBILE LIBRARIES

The market mobile library and the bell bicycle are two approaches that Literacy House, Lucknow U.P. has been trying for the last few years.

MARKET MOBILE LIBRARY

This library goes to a village which is a marketing centre and has a junior high school for suurounding villages. It visits the market once a week, at a fixed time on market day.

The books are carried in a specially designed folding box, which when opened turns into a book almirah. The library is set right in the market under the shade of a tree.

The purpose of the market mobile library is to expose books on various subjects to people who come to the market to buy and sell, to make people book conscious and develop reading habits.

Those who wish can visit the library, sit down on the mat spread by the librarian, to read the daily newspaper or the weekly magazine. If one of them wishes, he becomes a member by paying 25 paise as a registration fee and takes a book of his choice to his home to read. The book is issued to him for two weeks.

Advantages:

1. Books and printed material are exposed to people of 20 to 25 villages at a time.

2. One to three thousand people from 20 to 25 villages congregate at the marketing centre to buy and sell things. This gives the librarian a chance to meet a large group of people at one place and address them by loudspeaker on topics related to their lives.

3. Before or after they have done their weekly shopping people visit this library and take books of their choice home with them to read.

4. Sometimes they come to the library only to sit and relax. They sit on the mat and turn over the pages of an illustrated periodical.

5. Three market mobile libraries can be easily served with a stock of 1200 books and at least three weekly periodicals such as "Dharam Yug" and Hindustan Weekly".

6. The market mobile library provides reading opportunity to those readers who, having felt a need for books do not get opportunity because of the lack of library facility in their villages.

Disadvantages:

1. Literate people of villages who do not come to market place cannot take advantage of the library.

   a. Young literate people of 12 to 20 years of age who are generally found highly motivated to read books do not get opportunity to borrow books as they seldom come for shopping. In villages, shopping is done by the active head of the family or some grown up member of the family.

   b. Literate women cannot take advantage of the library as the seldome go for shopping.

   c. The reader has to wait for at least a week to exchange his books.

Budget for a market mobile Library

| Items | Recurring | Non-recurring |
|---|---|---|
| 1. Librarian 110-5-150. D.A. Rs 40/- | 1320 | |
| 2. Helper 75-5-125 D.A. 40/- | 480 | |
| 3. Driver 110-5-150 D.A. 40/- | 1320 | |
| 4. Books 3000 @ 3/- | | 10,000 |
| 5. Folding box type iron almirah | | 100 |
| 6. Two wooden almirah | | 500 |
| 7. Carpet | | 75 |

| | | |
|---|---|---|
| 8. Identification cards 2500 | | 625 |
| 9. Registers, rubber stamps, Glue, ink pad etc. | 200 | |
| 10. Book binding | 300 | |
| 11. Book mobile van | | 22000 |
| 12. Petrol @ 400/- p.m. | 5000 | |
| 13. Publicity | 200 | |
| 14. Contingencies. | 400 | |
| | 11080 | 33300 |

The market mobile Library can serve at least five markets and ten villages where it can stop and issue books. As a result of this it would enroll approximately 1500 members and issue 30000 books.

The market mobi e library can be operated either by the Development Department, Cor orations or private agency such as Literacy House, Lucknow, Mysore Adult Education Council etc.

Looking at the ost involved in initiating and operating the project, the pr ject looks expensive, but on the other hand if the project is stud ed from the point of view of initiating an idea into a community the the cost does not matter much. It becomes an investment with expectation of high dividends.

Bell Bicycle Li rary:

The market obile library serves those who often visit the markets. But there is a ignificant sector of potential readers, especially in the interior villages, who may not be regular visitors of the wekly market, but who may want to read books. The same is true of young women who in the context of our social system do not go to market.

To overcome this drawback of the market mobile library, a device was found in the bell bicycle library to meet the need of readers in interior villages. The bell bicycle library serves a cluster of 10 to 15 villages. The librarian takes books in a specially designed tin box on a canvas bag. In a day the Librarian distributes books in two to three villages. He announces his arrival in the village by ringing a bell to tell that he has come with the books. He does not patronise any particular place in the village but goes through all the lanes of the village stopping in front of every house, delivering books at the reader's doorstep.

Advantages:

1. The home delivery service of books induces people to read.
2. Those who have not yet developed the habit of reading and yet have a desire to read get opportunity to borrow books of their choice.
3. 
3. In villages, women by and large prefer not to go to the schoolk, panchayat ghar, or other places where men sit. Therefore, the home delivery service of books is preferred by women.
4. It serves larger number of the village community than the tin trunk or market mobile libraries.
5. It gives an opportunity to a librarian to know the readers personally and talk to those who have not yet become members of the library.
6. It is not dependent on a building or a specific location.
7. It is easier to trace members who have not returned books than in the case of market mobile library.

Disadvantages:

1. Only a limited number of books can be carried at a time to a village on cycle.
2. A reader sometime may have to wait for the books he wants to read. The books desired might be issued in any one of the ten villages covered by the bell bicycle library and might take sometime before they can be brought to his village and issued to him.
3. Some of the readers who work outside the village, seldome get opportunity to issue books since the Bell Bicycle Library visits the village mostly during the day.

The following table provided arough estimate of costs of maintaining a bell bicycle library and will help those wanting to do library work

Budget for a Bell Bicycle Library Unit (to serve a cluster of 10 to 15 villages.

| Item | Recurring | Non-Recurring |
|---|---|---|
| 1. Bell Bicycle Librarian (1) 110-5-150 | 1,320 | |
| D.A. 40/- P.M. | 480 | |
| 2. Bicycle Allowance Rs.10/- P.M. (2) | 120 | |
| 3. Book 1200 @ 3/- each | | 3,600 |
| 4. Canvas bag | | 30 |
| 5. Almirah (3) | | 175 |
| 6. Furniture | | 200 |
| 7. Registers and Rubber Stamp | | 20 |
| 8. Library cards 1000 | | 500 |
| 9. Publicity material | | 50 |
| 10. Hand Bell | | 10 |
| 11. Book Binding | 100 | |
| 12. Contingencies | 150 | |
| Total | 2,170 | 4,585 |

(1) Pay scale may differ according to each employing agencies.

(2) From the administrative point of view it is more convenient for both the parties to pay cycle allowance than to provide the cycle.

(3) The furniture shall be kept in Panchayat ghar or school building.

This is a suggestive budget and therefore may differ from agency to agency. The pay scale and the allowance mentioned are of Literacy House, Lucknow. Easy agency would have its own pay scales and allowances. From this Budget it is evident that it would need about Rs.6,755/- to start and operate a good bell bicycle for one year. For the successive years it would need about 2,670/-.

Out of next year's total expense of Rs.2,670/-, about Rs.3000/- shall be for pay and bicycle allowance, 500/- will be needed for replenishing books in the library and 250 for book-binding and contingencies.

## LIBRARY AS AN EXTENSION SERVICE OF A SCHOOL (I)

The village school is one of the most important rural institution for socialisation, acculturation and dissemination of knowledge and culture. Each school has a library to supplement its activity and provide opportuhity tostudents for self education. Most of the time the library only serves the benafice students or the staff of the school. In very rare circumstances its services are open to ex-students of the school or the community around the school. The school and the library grew in isolation from the community's needs, thought and life. In rural areas schools have no connection with the communities they serve. The objectives of these schools are teaching of three rupees and completion of the curriculum prescribed by the Department of Education is their only goal.

The economy of the developing countries demand that the schools, specially in rural areas, should become community centered school. They should throw open all possible educational facilities to their ex-students and adults living in the nearby villages.

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(I) This approach is being ttied by Ihtermediate college, Bakshi-Ka-Talab - Distt. Lucknow- U.P.

They might even draw up programme to attract the village community to the school and engage the students and the staff now and then in social work in the communities.

Library is one of the many programmes that can be effectively tried for involving the school in community development programme and the community in the process of continuing education. As long as the community is not in a position to a organize independent agencies for the continuation of its education, the school shall remain an indispensable institution for this purpose. This is more true of developing countries and especially of rural areas in such countries.

A mobile library is the most feasible proposition within the present circumstances. This mobile library might operate as a Bell Bicycle library which we have already described.

The Working Pattern of a Mobile Library:

The mobile library of a school shall serve ten to fifteen villages, roughly a population of fifteen thousand. The villages selected shall be those which have a primary school at least to guarantee a reading community. The librarian shall also take the library to at least one market place during the week.

The librarian appointed shall visit two to three villages each day. One in the morning, the second at noon and the other in ther afternoon. He would not patronise any one place in the village but shall go from door to door and give books to those who read. The librarian shall carry a hand bell with him when he goes to the villages. He shall announce his arrival by ringing the bell.

The members shall be enrolled on payment of 25 paise as registration fees. No other fees or subscription shall be charged from the members. One book at a time shall be issued to a reader on the recommendation of the Pradhan, the teacher or an influential men of the village. If the book is lost, it is expected that the recommending body shall help in recovering the cost of the book. The librarian shall be entitled to weekly leave or saturday. On sunday he would be on duty and visit at least three villages. This arrangement shall help those people who go to work in factories and offices to get books to read during the week.

## A suggestive Budget for a School Mobile Library

| | Recurring | Non recurring |
|---|---|---|
| **Librarian** | | |
| @ Rs 100/- per month | 1,200 | |
| D.A. @ 10/- p.m. | 120 | |
| Cycle allowance @ Rs 8/- p.m. | 96 | |
| **Equipment** | | |
| 1. Steel folding box (big) | | 115 |
| 2. Canvas bag | | 15 |
| 3. Canvas book flap for book display | | 75 |
| 4. Folding chair and table | | 75 |
| 5. Carpet | | 50 |
| 6. Sign board | | 15 |
| 7. Books (1200) at the rate of 3/- each | | 3,600 |
| 8. Book binding @ 10/- p.m. | 120 | |
| 9. News paper and periodical | 50 | |
| 10. Publishing material | 50 | |
| 11. Hand bell | 200 | |
| 12. Stationery | | |
| 1. Registers | | |
| 2. Identification cards | | |
| 3. Registrationform | | |
| 13. Contingencies. | 100 | |
| | 1946 | 3,898 |

The initial establishment and the first year operation expenses shall cost Rs.5,844 but for subsequent years it would need only Rs.2,500/- out of which Rs.1,500/- shall be for staff salary Rs.700/- for replenishing of books and Rs.300/- for stationary, and contingency. The money can be raised from the following sources.

Sources of Income

1. Contribution by Panchayats
2. Government grants
3. Donations from organisations and individuals
4. Other sources.

## INTER LIBRARY ( LOAN SERVICE FOR RURAL LIBRARIES)

As one moves through villages and towns, one comes acress places which have a library. These libraries were organised either by private agencies doing adult education work, or by one of the departments of the government such as the Education Expansion Department, Harijan Welfare Department, Youth Clubs or Panchayats.

These libraries do not attract readers because, in most cases, they contain books purchased years age. They could still attract members and become centres of activity if they would regularly supply new books of interest to readers.

What is the responsibility of an adult educator when he finds a rural community which wants books to read but does not have them? The answer is that he should try to find ways and means to fulfill its felt need.

The economy of developing countries does not permit them to have well stocked libraries for each village with new books added every now and then. An Inter-Kibrary Loan Service for rural areas can meet this need. It can be organised on the line suggested below:-

Objectives:

1. To lend books to libraries organized by youth clubs, and other agencies in rural areas.
2. To enable rural libraries in a limited area to supply books for the growing reading community in rural areas.
3. To find a workable pattern for an inter-library loan system mfor rural areas.

Who can apply for books:

Libraries organized by Youth Clubs, Panchayats, the Social Education Wing of the Development Department and other departments such as Harijan Welfare and Private Organizations.

Rules and conditions for the working f of the Library:

1. The library should be open to all members irrespective of Casbe, Creed, Religion or any other circumstance.
2. The library should, as far as possible, be centrally located in the village.
3. The village applying for books must have a primary school or a place where adult literacy class is being conducted, to ensure a reading, community in the village.

4. The membership of the applying library should be atleast 30 consisting of two thirds of the total people above 14 years of age. The education of these members should not be above VIII class. Five members out of 30 should be women.

5. Fifty books should be loaned to a library at a time for a period of one to two months. Not more than ten per cent of the total umber of books loaned be novels.

6. The village Pradhan, who would redommend the application shall be responsible for the safe return of all the books.

7. 2/3 cost of books shall be charged if the book is torn while in use.

8. Total cost of the book shall be charged if it is lost.

9. It shall be the responsibility of the borrowing agency to borrow and return books on mutually agreed, day, time and place.

10. To help build a standardised system of keeping record it would be advisable if the borrowing library adopts the patterns followemd by the loaning agency. The following five minimum records are absolutely essential.

    1. Application form for members
    2. Identification card.
    3. Membership Register
    4. Issue Register
    5. Stock Register.

11. The borrowing library shall have a managing committee with the village Pradhan as the chairman and four other members who are interested in the library work.

12. The library and its records shall be open to the book loaning agency for inspection.

13. Each month the borrowing library shall submit a monthly report shall be supplied by the book loaning agency.

## STARTING A VILLAGE LIBRARY

For a successful operation of a public library Frank M. Gardner (1) puts three conditions. These are, a literate population, an established system of local government and a reasonable output of books in the language of the country. Similarly in organizing a village library there is need of a literate population, a local body, and in its absence the support of influential local leaders, and surely of resources to meet the cost of running a library.

### Need of Survey:

Before starting a mobile library it is advisable to make a thorough survey of the area to find out if the library is needed in the area. One criteria to apply in finding out a suitable area is the literacy percentage of the villages, the desire among people for continuing education, and resources to carry on the work after it has been started. The area selected should be compact and accessable in all seasons on a bicycle. Careful study should be made of water logging during the rainy season. In selecting an area the B.D.O. the social Education Officer, the Gram Sewak and the Sub-Deputy Inspector of Schools of the regions can be of great help. They know the geograph y and the people. They know villages where people are copperative and eager for education.

The advantage of taking these people into confidence at the very initial stage of planning is that they would not only be a help in the day to day operation but might be instruemental in getting a grant for the library on in raising donations from the public.

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(1) UNESCO Public library Manual - 7 1956 Forward

Get to know the leaders:

Having decided upon the area of operation the next step shall be to know who the community leaders are in the selected villages, and tell them the objectives of the mobile library. They should know how it would operate when it gets going. They should know what to expect from the library and what their responsibility will be in making it a success. The community leaders who might be of help are:-

1. Pradhan of the Panchayat.
2. Villages school teacher
3. Village level worker
4. Leader of the Youth organisation
5. Incharge of the seed godown.
6. Influential leader
7. Strong women of the village, she would generallly be old and approachable.
8. Owner of the manager of the village market.

For a successful operation of the library the Librarian shall enjoy the understanding and confidence of the leaders of the villages.

Creating a desire for continuing education:

Put posters depiciting the importance of books on walls where they are out of reach of the children. They should be put on strategic places to draw attention. Organise a film or puppet show dealing with the importance of books in life. It would be advisable to organise a talk for parents on the importance of education in life. Give students printed material to read and share with their parents. Distribute printed or mimeographed literature about the library. These may be distributed through villagesshops, school teacher, Pradhan or Gram Sewak etc.

Who organises a rural library?

The Village Panchayat:

Legally speaking it is for the Education Committee of the village panchayats to organise a library or a reading room. There is a statutary provision in the village Panchayat Act for establishing a library and provision of funds.

Practically speaking, most of the village Panchayats do not realise the importance of a library nor do they have funds to organise a library. They also find it difficult to maintain it for lack of money to buy books year after year.

Voluntary Organization:

Voluntary Organisations can be divided into two groups. First there are those organizations which are formed within the village such as Youth Club, Mahila Mandal, etc. They sometime organise libraries and reading rooms. For their finances they depend upon contribution from members, grants from the village panchayats or from one government department or the other or help from some voluntary organisation. Their main drawback besides lack of funds is that of continuous dynamic leadership to carry on the work once it has been started.

The other voluntary organisations are generally registered bodies under the Societies Act of 1860 such as Mysore State Adult Education Council, Literacy House etc. They raise funds from the public for adult education .

Enrolling members:

An Adult who comes to be enrolled is not only in search of a book to read but is seeking satisfaction which involves his quest for information recreation and his personal knowledge. It is the job of the librarian to help meet all these needs.

Personal ego is the most important, Therefore it should be carefully handled.

Attend to the prospective reader when he comes for enrollment. Let him feel that he is wanted. Sit down and talk to him, about his needs and interests in life. Then give him the registeration form to fill. In case he does not have a pen, offer one from the library.

If he needs help in filling the registration form do so graciously. Tell him the names of persons he should choose from to get his recommendation. The se persons might be:

1. Pradhan, Gram Panchayat
2. Chairman of Town area
3. Headmaster of a school
4. B.D.O. of the block
5. Member of the legislative assembly
6. Owner of the market
7. Influential leader of the village
8. A member of the library committee.

After the person is enrolled, show the list of library books and tell him to study the list and choose a book. Then help him to get it from the Almirah. When the reader gets ready to go, don't forget to tell him that you were happy on his becoming a member and you hope he would talk to other people in the village about the library say "Thank you" to him. He would appreciate that.

Books and other Reading Material:

Books and the other reading materials are the soul of a library. A library which has good interesting books attracts readers. But mere availability of books is not enough. Books are many in number and of different kinds. The qmuestion is what kind of books are there in the library.

If a the books in mobile library, are to have readers they should be according to the needs and interest of the readers. Therefore reading interest of the readers is the main criteria on selection of books for a library.

Reading is always personal and selective. People prefer to read one title over the other. Sometime they are found reading books just on one topic like religion, or health etc. Why do they like to read one subject in preference to the other ? It is very difficult to find out the exact reason of reading certain kinds of books. The people generally read for enjoyment, information, and knowledge.

Taste for reading ....."is an intellectual relish, a liking, a fondness". This a reader develops in relation to his social and cultural millieu. Parents, teachers, the community availability of books all play a role in developing taste for reading books. Question is often raised of rural people what is their reading taste and habits? The answer is simple, their reading taste is what the society has tried to nurture and the available books in the village have developed in them. This is also a fact that reading taste in rural areas is more influenced by social life than books. Book could not do it because they are not easily available in rural areas. One of the task of adult educators is to provide the reading material to readers in rural areas.

The reading interests of readers can be assessed through personal observation of the reading community, by conducting a simple survey of the reading taste of the reading population (1) by reading the studies made in this connection (2) or by delibrately collecting this information through a specifically prepared questionnaire.

Of the many devices to assess the reading taste three are most commonly known They are:

1. By going through the issue register of rural libraries finding out what types of books were issued and in what frequency.
2. By finding out interests of the readers in areas such as economics, religion, vocations, recreation etc.
3. By taking help of persons dealing with rural people in the preparation of suggested list of needs and reading interest of the people. This could be done by sending out circulars of questionnaires.

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(1) What does the reader want? by E.H. Sluyter. Published by Lucknow Publishing House, Lucknow. 1963.

(2) Reading Taste and Habit by Mushtaq Ahmad, Survey of Adult Reading News and interests by Mysore State Adult Education Council 1966 (not yet printed).

The goal of a library is not only to meet the conscious needs of the readers but also to bring their dormant and marginal needs into their focus of attention and to provide the necessary reading material in the light of those emerging needs. Agencies working in rural areas often think mostly in terms of agriculture or health only, but they overlook the fact that the farmer, is first a human being then a farmer. Therefore it is essential that his needs be also assessed in terms of age, ( Children, adolescents-men and women ) Profession (Agriculture, House Craft) etc.

Therefore, a mobile library should have books for new literates, children, agriclturists, artisan class etc.

List of subjects for a village mobile library:

1. Agriculture and animal husbandry
2. Health and hygiene
3. General Science
4. Stories
5. Fiction
6. Poetry
7. Drama
8. Social Education and civics.
9. Community development
10. History, geography and travels
11. Religion and philosphy
12. Biographies
13. House craft
14. Technical Education
15. General knowledge

MAINTENANCE OF RECORDS:

For proper functioning, supervision, reporting and evaluation of village mobile library, keeping of records is an absolute necessity. The following records are the minimum requirement.

1. Accession register
2. Issue registers for the librarian working in villages.
3. Issue registers for the readers
4. Membership register
5. Application form.

Accession Register:

In this register is recorded every book that comes to the library. These books might be purchased or given as gifts to the library. Books are recorded in serial order as they come. The register has the following columns.

| | |
|---|---|
| 1. Date | This tells the date on which the book was received in the library. |
| 2. Accession number | This is the serial number of a book. |
| 3. Author's name | |
| 4. Title of the book. | Name of the book. |
| 5. Place and publisher | The name of the publisher and the city where it was published. |
| 6. Year of publication. | |

7. Size of the book

8. Binding — If the book was bound or not when it was received in the library.

9. Pages of the book

10. Source — Mention the source the book came from e.g. name of the shop or the donor.

11. Cost

12. Number of classification — The code number of the classification should be mentioned in this column. If the code number is 4 for story books then all story books received should have the same number.

13. Withdrawn — This column shows if the books has been withdrawn and the reason for withdrawing it such as book was torn, lost etc.

14. Remarks.

Issue Register for the Librarian

This register shall record the issue and return of books from the Central office to the Bell Bicycle Library, or market mobile library. This register has the following columns:

1. Subject — Story, Novel, Poetry etc.
2. Date — The date the book was issued
3. Serial Number
4. Name of the book
5. Book number — Accession number of the book
6. Date of return

Issue Register for the Readers:

This register records books issued to readers. One book is issued at a time for the duration of fifteen days. The register shall have the following columns.

1. Serial number
2. Date — Date of issue
3. Subject of the book — Only write down the code number taken down from each book. This will tell if the book issued was story, biography etc.
4. Title of the book
5. Accessesion number
6. Registration number of the borrowing member. — Write down the registeration number from the identification card which was given to the reader at the time of registration.

7. Signature of the borrower
8. Date of return
9. Signature of the librarian
10. Remark

Membership Register:

In this register information of the members such as age, education profession etc. is kept. This register is prepared from the registration form filled out by the members at the time of enrollment. The register has the following columns:

1. Date — Date of registration of the member
2. Serial number
3. Name of the member
4. Father's name/Husband's name
5. Full address
6. Profession
7. Age
8. Education
9. Name of the person who recommended the members for the library membership.
   a) His designation
   b) Address
10. Remarks.

Besides, the above mentioned registers there are a few forms which are a great help in the preparation of report and supervision. These forms are:

1. Registration form
2. Indentification card
3. Weekly report
4. Reminder Card

These forms are self explanatory. Specimens are shown in the appendix.

Mysore State Adult Education Council:

Mysore State Adult Education Council is one of the pioneer institutions in the country in the field of Adult Eduation. It serves the entire Mysore State (Area 74210 sa. miles with population of 23,586,772 (1962). In the year 1962 the institution had 2572 rural libraries with 10 circle libraries and 12 district Libraries .

The Council starts with a budget of Rs 100/- to organise a rural library of which 70% is paid by the Council and 30% by the village Panchayat. The library is supplied with a box, a set of books, a daily newspaper. The break up of the budget is as follows:-

| | |
|---|---|
| 1. Remuneration @ Rs 2/- per month to Librarian | 24.00 |
| 2. Books | 24.00 |
| 3. Periodicals | 25.00 |
| 4. Library box | 26.00 |
| 5. Contingency | 1.00 |
| | 100.00 |

During the subsequent years the council contributes an amount equal to the contribution made by the village Panchayat up to a limit of Rs 100/- to maintain a rural library. It is said by the authorities of the Mysore Adult Education Council that since the introduction of Panchayat Raj system in the state, the villages are coming forward with more and more initial contribution and maintenance grants that the council finds it extremely difficult to meet the matching grant from its limited sources.

The rural libraries serve the village community and cater to the needs of school going children, the reading public and the new literates.

The circle libraries cater to towns and potential villages with a big population. The pattern provides for a contribuiton of Rs 1000.00 from the town Municpality or village Pnachayat and an equal matching grant is made by the council for the first year. The people also provide a building exclusively for running the library in a prominment locality. A reading room is attached to the library.

The circle library funds are built up for the second and subsequent years at 50:50. A library Committee of 5 members manages the library under thegeneral supervision of the Mysore State Adult Education Council.

The district libraries are maintained by the District office of the Adult Education Committee, in each district. These libraries feed the rural libraries in the district through the circulating library system.

1 The council has published above 150 suitable books of great interest under the adult education services and about 20mbooks under library series besides publishing two copies of Janapriya Valmiki Ramayan and Shiva Charanava Vachana by collecting donations for the copies.

ANDHRA STATE:

Rural library work in Andhra is gradually being taken over by the government. There is a special department for this purpose known as Department of public Libraries.

The mobile library service was started by the Government of Andhra Pradesh on an experimental basis under Second Five Year Plan ( later on converted into non-plan) . The purpose of starting this service was to foster reading habits and a library mind, to cater to the library needs of the rural areas and to educate the rural folk about the developments that are going on in the country. Money to meet the cost of library is raised through book Cess.

The mobile library in 1963 served through more than 500 bool Deposit Centres, which were approached twice a month by a specially designed vehicle to carry 1200 to 1500 books at a time and a 15 mm. film projector.

Members enrolled are charged Rs 1/-- token refundable deposit. Each member is entitled to one book at a time.

REGISTRATION FORM

MOBILE LIBRARY VILLAGE.....DISTRICT.....

Name .....Father's/Husband's Name .....
.....Village .....
P.O. ..... Dist .....

I have read and understood rules and regulations of the Mobile Library and I promise to abide by them. I want to become member of the Mobile Library, at village .....
Dist .....

Profession ..... Age ..... Education.....

If attended adult literacy class .... Yes/No .....

Date ..... Sd .....

---

I recommend Shri/Smt/Km, ..... for the membership of the Mobile Library of village .....
I know him/her personally. He/she would return books on time. In case he/she fails to return books, I promise to help to recover the borrowed book.s.

Date. ..... .....

Designation .....

APPENDIX IV

## CLASSIFICATION OF BOOKS

| | |
|---|---|
| 1. | Agriculture |
| 1.G | Gardening |
| 1A | Animal Husbandry |
| 2 | Health |
| 2 F | Family Planning |
| 2 R | Games and Recreation |
| 3 | General Science |
| 4 | Language |
| 5 | Fiction |
| 6 | Short Stories |
| 6 F.S. | Folk Stories |
| 7 | Poetry |
| 8 | Drama |
| 9 | Social Science |
| 9 E | Economics |
| 10 | Cooperatives |
| 11 | History |
| 11 G | Geography and travels |
| 12 | Religion |
| 12 Eh. | Etiquette and Character |
| 13. | Biographies |
| 14. | House Craft |
| 15. | Technical Education |
| 16 | Stories of our Jawans |

APPENDIX V

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